

McDonald Green Elementary

2763 Lynwood Drive
Lancaster, SC 29720

Grades	K-5 Elementary School	
Enrollment	375 Students	
Principal	Michelle Crosby	803-285-7416
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Lisa T. Bridges	803-286-6972

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	47	26	3	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Below Average	Yes
2006	Good	Below Average	Yes

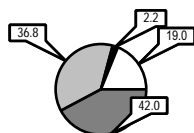
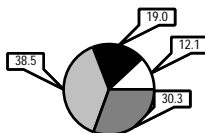
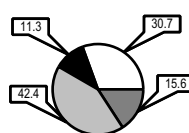
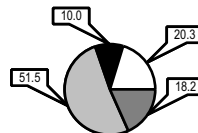
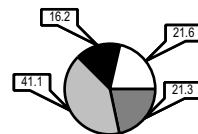
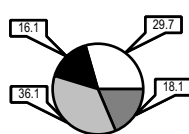
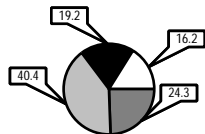
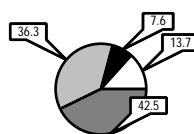
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	241	100.0	19.0	36.8	42.0	2.2	55.0	Yes	Yes
Gender									
Male	118	100.0	24.8	36.3	38.9	0.0	46.0	N/A	N/A
Female	123	100.0	13.6	37.3	44.9	4.2	63.6	N/A	N/A
Racial/Ethnic Group									
White	161	100.0	15.0	35.3	46.4	3.3	60.8	Yes	Yes
African American	70	100.0	29.0	37.7	33.3	0.0	42.0	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	225	100.0	15.8	37.7	44.2	2.3	58.1	N/A	N/A
Disabled	16	100.0	62.5	25.0	12.5	0.0	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	241	100.0	19.0	36.8	42.0	2.2	55.0	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	236	100.0	19.0	36.3	42.5	2.2	55.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	101	100.0	28.0	37.6	34.4	0.0	44.1	Yes	Yes
Full-pay meals	140	100.0	13.0	36.2	47.1	3.6	62.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	241	100.0	12.1	38.5	30.3	19.0	64.5	Yes	Yes
Gender									
Male	118	100.0	11.5	41.6	29.2	17.7	61.9	N/A	N/A
Female	123	100.0	12.7	35.6	31.4	20.3	66.9	N/A	N/A
Racial/Ethnic Group									
White	161	100.0	9.2	34.6	33.3	22.9	73.2	Yes	Yes
African American	70	100.0	20.3	43.5	24.6	11.6	47.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	225	100.0	9.8	37.7	32.1	20.5	68.8	N/A	N/A
Disabled	16	100.0	43.8	50.0	6.3	0.0	6.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	241	100.0	12.1	38.5	30.3	19.0	64.5	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	236	100.0	12.4	37.6	30.5	19.5	65.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	101	100.0	16.1	44.1	24.7	15.1	51.6	Yes	Yes
Full-pay meals	140	100.0	9.4	34.8	34.1	21.7	73.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	240	100.0	30.4	42.6	15.7	11.3	27.0
Gender							
Male	117	100.0	32.1	33.9	19.6	14.3	33.9
Female	123	100.0	28.8	50.8	11.9	8.5	20.3
Racial/Ethnic Group							
White	160	100.0	19.1	48.0	17.8	15.1	32.9
African American	70	100.0	52.2	33.3	10.1	4.3	14.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	225	100.0	27.0	44.7	16.3	12.1	28.4
Disabled	15	100.0	80.0	13.3	6.7	0.0	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	240	100.0	30.4	42.6	15.7	11.3	27.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	235	100.0	29.3	43.1	16.0	11.6	27.6
Socio-Economic Status							
Subsidized meals	100	100.0	46.7	33.7	14.1	5.4	19.6
Full-pay meals	140	100.0	19.6	48.6	16.7	15.2	31.9

Social Studies							
All Students	239	100.0	19.7	52.0	18.3	10.0	28.4
Gender							
Male	117	100.0	15.2	49.1	25.0	10.7	35.7
Female	122	100.0	23.9	54.7	12.0	9.4	21.4
Racial/Ethnic Group							
White	159	100.0	14.6	51.7	21.2	12.6	33.8
African American	70	100.0	33.3	50.7	11.6	4.3	15.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	224	100.0	16.8	52.8	19.6	10.7	30.4
Disabled	15	100.0	60.0	40.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	239	100.0	19.7	52.0	18.3	10.0	28.4
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	234	100.0	20.1	51.3	18.3	10.3	28.6
Socio-Economic Status							
Subsidized meals	99	100.0	28.6	53.8	14.3	3.3	17.6
Full-pay meals	140	100.0	13.8	50.7	21.0	14.5	35.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	77	100.0	12.0	24.0	60.0	4.0	64.0
	4	91	100.0	23.9	38.6	36.4	1.1	37.5
	5	67	100.0	27.3	50.0	21.2	1.5	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	100.0	7.8	28.1	57.8	6.3	64.1
	4	83	100.0	19.0	39.2	40.5	1.3	41.8
	5	89	100.0	27.3	40.9	31.8	0.0	31.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	77	100.0	9.3	48.0	26.7	16.0	42.7
	4	91	100.0	14.8	34.1	34.1	17.0	51.1
	5	67	100.0	19.7	53.0	19.7	7.6	27.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	100.0	1.6	45.3	31.3	21.9	53.1
	4	83	100.0	15.2	29.1	34.2	21.5	55.7
	5	89	100.0	17.0	42.0	26.1	14.8	40.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	77	100.0	41.3	48.0	10.7	0.0	10.7
	4	91	100.0	35.2	38.6	17.0	9.1	26.1
	5	67	100.0	47.0	25.8	19.7	7.6	27.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	100.0	31.3	48.4	17.2	3.1	20.3
	4	83	100.0	31.6	45.6	16.5	6.3	22.8
	5	88	100.0	28.7	35.6	13.8	21.8	35.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	77	100.0	9.3	49.3	32.0	9.3	41.3
	4	91	100.0	17.0	50.0	29.5	3.4	33.0
	5	67	100.0	37.9	39.4	16.7	6.1	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	100.0	11.1	49.2	30.2	9.5	39.7
	4	83	100.0	19.0	58.2	16.5	6.3	22.8
	5	88	100.0	26.4	48.3	11.5	13.8	25.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 375)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.1%	Up from 0.9%	2.3%	2.8%
Attendance rate	96.5%	Down from 96.9%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.0%	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.6%	0.4%	0.0%
Eligible for gifted and talented	11.3%	Down from 13.8%	16.1%	10.4%
On academic plans	0.0%	N/AV	26.4%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	2.1%	Down from 2.3%	7.3%	7.5%
Older than usual for grade	0.0%	No change	0.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	66.7%	Up from 65.5%	55.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.9%	N/A	2.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	92.1%	Down from 96.0%	89.0%	87.3%
Teacher attendance rate	94.9%	Down from 95.7%	95.0%	94.9%
Average teacher salary	\$43,843	Up 0.1%	\$43,266	\$42,485
Prof. development days/teacher	8.6 days	Up from 7.8 days	12.6 days	13.3 days
School				
Principal's years at school	1.0	Down from 10.0	6.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 17.5 to 1	19.9 to 1	18.6 to 1
Prime instructional time	90.1%	Down from 91.1%	90.2%	89.7%
Dollars spent per pupil*	\$5,815	Up 5.4%	\$6,161	\$6,557
Percent of expenditures for teacher salaries*	63.9%	Down from 66.0%	64.2%	64.0%
Percent of expenditures for instruction*	68.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 92.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	17.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McDonald Green exemplifies a feeling of excellence that is sensed when one enters the school. From the wonderful work that fills the halls to the outstanding arts programs, visitors can sense that students truly have a chance to grow in an environment that fosters creativity and knowledge.

According to the 2004 Annual School Report Card results, one hundred percent of teachers, ninety-one percent of students, and ninety-one percent of parents were satisfied with the learning environment. Ninety-six percent of teachers, eighty-six percent of students and ninety-one percent of parents were satisfied with the social and physical environment. One hundred percent of teachers, ninety-one percent of students, and seventy-five percent of parents were satisfied with home-school relations.

During 2005-2006 School year, one class per grade level (kindergarten through five) participated in the implementation of a year-round calendar. Participants in this initiative were determined by parent and teacher choice. Students began school in mid-July and had two-week intersession classes in October, March and June. McDonald Green continues to focus on the arts. Visiting artists throughout the year and Arts Week in March greatly enhance the learning environment.

Students continue to make gains on state and local assessments. Students at all grade levels have used computer programs designed to improve reading performance. Reading levels, comprehension and fluency ability have improved through the use of individualized materials, small group instruction and individual tutoring. After-school math and reading labs, in which students were grouped according to ability, and weekly academic challenges for students in grades 3 - 5 have contributed to increases in student learning.

Our McDonald Green parents, families, and community members continue to be essential to the success of our school through their never-ending efforts in volunteering and support of our PTO and SIC. Because of effective teamwork and sincere caring, our McDonald Green Family is truly soaring to excellence.

Kim Linton, Principal
 Gal Best, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	83	61
Percent satisfied with learning environment	91.2%	96.3%	95.1%
Percent satisfied with social and physical environment	94.1%	95.2%	95.1%
Percent satisfied with school-home relations	94.1%	95.2%	90.2%

*Only students at the highest elementary school grade level at this school and their parents were included.